

## **New York State and Pearson**

### **Statement from Pearson**

New York is a leader in a bold, nationwide effort to raise academic standards for students so that they are prepared to succeed in college and in the demanding, well-paying jobs of the economy that awaits them. New Yorkers deserve praise for making this commitment to their students and their futures, and we at Pearson are proud to serve the state in this endeavor.

After a rigorous and competitive public procurement process, New York awarded Pearson a five-year contract to develop and implement new assessments for grades 3-8 in English Language Arts and Mathematics. Academic assessments are an essential part of the information needed for teaching and learning—but they are only one important indicator of whether our students are on the path to being ready for college and careers when they graduate.

The first installment of these assessments entered New York classrooms this spring. During this process, some errors were identified. Pearson responded immediately and is working diligently with the New York State Education Department (NYSED) to address these issues and make sure that none of these problems re-occur when the state's new Common Core assessment is administered in 2013.

We also plan to work with the NYSED to help make the entire assessment process as transparent and open as possible. The students and educators of New York deserve the very best that we as a company can deliver. We are steadfast in our commitment to the state of New York and our work on behalf of its students.

### **Field Testing**

Pearson is committed to work with New York's education leaders to develop and deliver assessments that meet the highest professional standards for quality and fairness. This week, New York students are

participating in a standalone field test, which is required by New York as part of our standing contract with the state. A field test is a test administration used during the test development process to check on the quality and appropriateness of test items, administration procedures, scoring and/or reporting. This means that a test question (including reading passages and essay prompts, for example) itself is tested, enabling educators and test developers to make sure that a test question measures what it is intended to measure and that the questions provide an accurate, fair and valid representation of what students know and can do.